

Connecting School Counseling Programs
And CTE

CTE Coordinator Fall Workshop
Stevens Point, WI
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Wausau West High School
Sue Clairmore-Dix, Counselor
Carol Pond, Career Center Coordinator

WAUSAU WEST HIGH SCHOOL ADVISOR/ADVISEE PROGRAM

How do we make each student feel welcomed, valued, cherished, and appreciated? Recognizing the complex, diverse world in which we live, how do we personalize schools, particularly large ones? And, does personalization make a difference?

At Wausau West we recognize that schools are designed to develop students' intellectual and social capacities and to help them develop and become happy and productive adults. With this as a foundation, how does a school support student success in our complex and rapidly changing world? At Wausau West, the Advisor-Advisee program provides an impressive start.

HISTORY

In the early years of Wausau West High School, concerns existed regarding students' career choices, rapport between home and school, and recognition of special student problems. As a result, in 1977, a committee was formed to explore possible solutions. During this process, the advisor/advisee concept was discussed. The committee felt this concept addressed many of the concerns of the school and decided to take it one step further.

The following school year, an advisor/advisee committee was formed. During the 1978-1979 school year, information was gathered, schools that used the program were visited, and a model was chosen for implementation. The advisor/advisee program was initiated in the fall of 1979. Since that time, subtle updates and revisions have been implemented which have enhanced the initial advisor/advisee program concept. The following objectives have remained in place since the inception of the program.

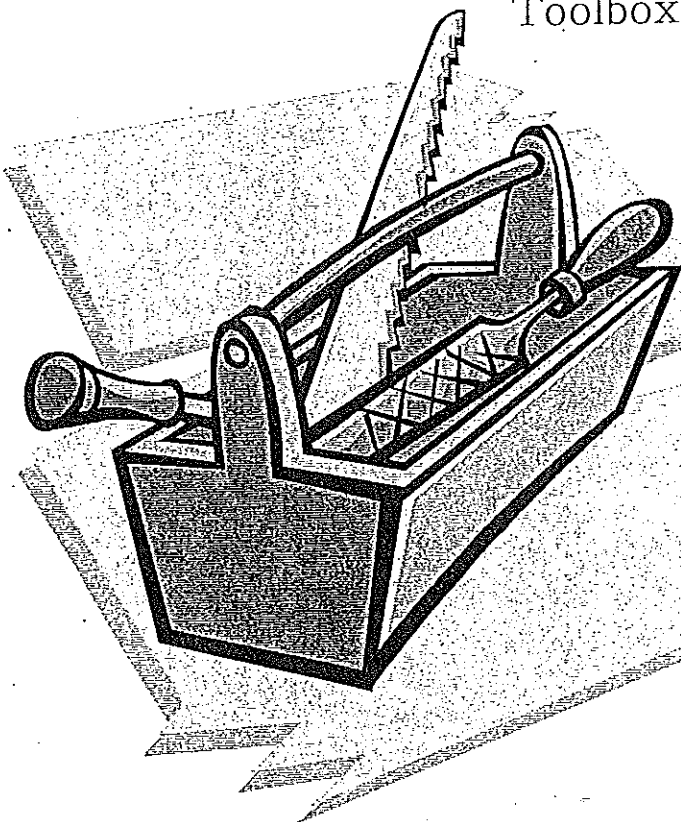
OBJECTIVES

1. To provide the student with a personal advisor during the high school years.
2. Help students make better academic and career choices.
3. To anticipate and address problems a student encounters at an early age.
4. Develop better communication between the home and school.
5. To provide an ongoing orientation to the students regarding the curriculum and the procedures of the total school program.
6. Distribute information to students in a homeroom setting.

Wausau West High School's Advisor/Advisee Program is implemented in the homeroom setting that meets every morning from 7:45-7:55 a.m. Homerooms are comprised of students from all four grade levels and students remain with the same advisor for the entire time they attend West. This program provides individual assistance to students and a faculty member for parents to contact with questions or if problems arise. It is one way to make a large school seem smaller and students feel connected.

Wausau West Homeroom Toolbox Project

Purpose: To create and distribute "toolboxes" of information to our Homeroom Advisors to use when advising their students. Advisor/Advisee Committee will be working towards the creation and completion of this project.



Toolboxes to include:

- College viewbooks (UW, WAICU, WTC)
- Wausau West Handbook (with tabs on Career Cluster pages)
- Handbook use guide (for Career Clusters/Pathways section)
- Information on how to use college charts (which are posted in Counseling Office, Career Center and other classrooms)
- Work-Experience Opportunities booklet
- Website listing for college and career resources
- Yearly checklist for college/career planning
- College/career focused activities (trivia, scavenger hunt, personality assessments, learning style assessments, work values assessments, etc.)

Sophomore Individual Learning Plan

Student: _____ Homeroom Advisor: _____ Date: _____

Overall GPA _____ Class Rank _____ Is the student on track for graduation? YES NO

Career Cluster/Pathway(s) of interest: _____

Career: Future Dreams/Goals _____

Experiential opportunities (job shadows, employment, apprenticeships or internships):

Personal/Social:

Personal strengths: _____

Extra-curricular activities: _____

Service Projects: _____

Additional High School Courses to Consider:

Two things you can do to prepare for your future goals:

1. _____
2. _____

Standardized testing recommendations for students interested in pursuing the following post-secondary plan:

PSAT	College or University	Technical College	Military
Fall/Jr yr	ACT/SAT	Accuplacer	ASVAB
	Spring/Jr yr	Sr yr	Jr/Sr yr

Individual Learning Plan Checklist:

_____ Transcript	_____ Graduation Requirements
_____ Learning Style	_____ Wisconsin Covenant
_____ Talents/Dreams/Interests	_____ Career Interest Survey
_____ Career Cluster/Pathway	_____ Course Suggestions

WAUSAU WEST 4 YEAR PLAN

GRADE 9									
Semester 1					Semester 2				
		Course	Grade	Credit			Course	Grade	Credit
1	English			.50	1	English			.50
2	US History I			.50	2	US History I			.50
3	Science			.50	3	Science			.50
4	Math			.50	4	Math			.50
5	Elective			.50	5	Elective			.50
6	Elective			.50	6	Elective			.50
	P.E. 9			0.25		P.E. 9			0.25
Total Semester 1 Credits =					Total Semester 2 Credits =				

Cumulative Credits = _____

GRADE 10									
Semester 1					Semester 2				
		Course	Grade	Credit			Course	Grade	Credit
1	English			.50	1	English			.50
2	US History II			.50	2	US History II			.50
3	Science			.50	3	Science			.50
4	Math			.50	4	Math			.50
5	Elective			.50	5	Elective			.50
6	Elective			.50	6	Elective			.50
	P.E. 10			0.25		P.E. Elective			0.25
Total Semester 1 Credits =					Total Semester 2 Credits =				

Cumulative Credits = _____

GRADE 11									
Semester 1					Semester 2				
		Course	Grade	Credit			Course	Grade	Credit
1	English			.50	1	English			.50
2	World History			.50	2	World History			.50
3	Elective			.50	3	Elective			.50
4	Elective			.50	4	Elective			.50
5	Elective			.50	5	Elective			.50
6	Elective			.50	6	Elective			.50
	Health/P.E.			.50/.25		Health/P.E.			.50/.25
Total Semester 1 Credits =					Total Semester 2 Credits =				

Cumulative Credits = _____

GRADE 12									
Semester 1					Semester 2				
		Course	Grade	Credit			Course	Grade	Credit
1	English			.50	1	English			.50
2	Social Studies			.50	2	Elective			.50
3	Elective			.50	3	Elective			.50
4	Elective			.50	4	Elective			.50
5	Elective			.50	5	Elective			.50
6	Elective			.50	6	Elective			.50
	P.E. (S1 or S2)			.25		P.E. (S1 or S2)			.25
Total Semester 1 Credits =					Total Semester 2 Credits =				

Cumulative Credits = _____

WISCareers

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[Assessments](#)[Occupations](#)[Education](#)[Job Seeking](#)[Budgeting](#)[Planning](#)

Wisconsin Career Assessment (WCA) 10th Grade

[Español](#) / [English](#)

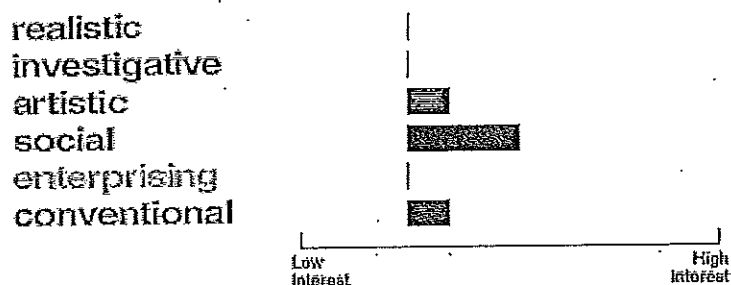
Select Print in your browser to print this page

[Return to assessment results](#)

The Wisconsin Career Assessment (WCA) helps you learn more about yourself and your career interests. By talking to the adults in your life about your WCA results, you can find out much more! Talking with a parent or guardian would be a great place to start. Use this printout of your results or log on to your account together.

School counselors, teachers, friends of your parent/guardian, and neighbors are other adults who could help you reflect on your WCA results.

My Interest Profiles: SAC or SCA



This graph shows your profile results for the six interest areas.

Your *Interest Profile* is a summary of your responses to the 180 work activities. As you can see in the graph, your second and third highest interest areas are identical. Thus, two *interest profiles* best define your results. The interest areas are described below.

Summary Interest Profiles: SAC or SCA

Social
Artistic
Conventional

Highest Ranked Interest Area:

Social

People with Social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

Second Highest Ranked Interest Area: (tie)

Artistic
Conventional

People with Artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

People with Conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which they have to judge things by themselves. These people like

working where the lines of authority are clear.

Matching Career Clusters

A career cluster is a group of occupations within the same industry that share knowledge, skills, and work environments. Focusing on clusters instead of occupations will help you maintain a broad view on the world of work.

These career clusters include the highest percentage of occupations that relate to your interest profile. Thus, these clusters are likely to be of interest to you. Click on a cluster to explore occupations in it.

Education and Training

The Education and Training Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

- Adult Literacy Teachers
- Art Teachers
- Child Care Assistants
- Dance Teachers
- Elementary School Teachers
- Kindergarten Teachers
- Music Teachers
- School Counselors
- Secondary School Teachers
- Self-Enrichment Teachers
- Special Education Teachers
- Teachers of the Blind and Visually Impaired
- Vocational Education Teachers

Human Services

The Human Services Career Cluster prepares individuals for employment in career pathways related to families and human needs.

- Career Counselors
- Child Care Assistants
- Nannies
- Placement Counselors
- Preschool Teachers
- School Counselors
- Social Workers
- Vocational Rehabilitation Counselors

Arts, Audio/Video Technology, and Communications

Arts, Audio-Video Technology and Communications careers are divided into six pathways: Audio and Video Technology and Film; Journalism and Broadcasting; Performing Arts; Printing Technology; Telecommunications; and Visual Arts. Each of these pathways offers exciting and challenging career opportunities. Broadly, individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate and repair the equipment of audiovisual communications. They are involved in the presentation of sound, video and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums and museums. The major activity sectors in the AV communication industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products and large end-users.

- Art Teachers
- Art Therapists
- Dance Teachers
- Dance Therapists
- Disc Jockeys
- Music Teachers

Career Cluster: Agriculture, Food & Natural Resources

Summary of Cluster: This cluster includes food, natural materials and resources, horticulture, and plants and animal products and resources. This is on pages 12-13 of the Career Planning and Course Registration Handbook. *Summarize "Interest & Abilities" section.*

Interview: Today we welcome _____, whose career is in this cluster.

Please tell us about your job.
What do you love about your job?
What training did you receive?
Describe your typical day?
What qualities do you look for when hiring someone?
What are some entry level jobs in your field and what types of experiences and training are necessary?
What do you wear to your job?
What hours do you work?
Why did this job in Wausau community interest you?
What would you tell a high school student to do to prepare for this career?
What is one piece of advice you would give a high school student?
Additional question ideas are in the Shared Folder, "Examples of Informal Interview Questions."

Thank you for sharing your expertise with us at Wausau West.

Additional Resources Information:

Here are people at Wausau West or in the school district who have knowledge and expertise in the Agriculture, Food & Natural Resources cluster:

Mr. Joe Staszak: Agriculture Teacher, FFA Advisor

Ms. Rheba Mabie: Agriculture/Science Teacher

Mrs. Carla Gerstenberger: Science Teacher, Environmental Club Advisor,
Environmental Educator

Mr. Paul Nelson: Science Teacher, Environmental Educator

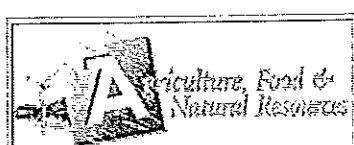
Mr. Dennis Wendt: Trap and Skeet Club Advisor, Sportsman

Mrs. Mary Beth Grisa: Business Teacher, Tree Farm Owner

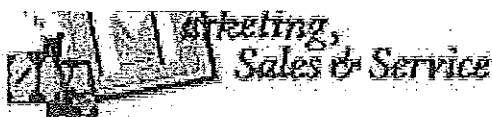
Mr. Jerry Maney: School Forest and Environmental Education Coordinator

Ideas for Community Interviews:

UW Marathon County Cooperative Extension, DNR, Veterinarians, New Life Pet Adoption Center, Marathon County Humane Society, Swiderski Equipment Inc., Pet Groomers, Dairy State Cheese Factory, Domtar, Wausau Paper, Antigo Raptor Center (Steve Fisher—715-623-2563), Greenhouse (Rib Mountain Greenhouse)

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
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http://www.wausau.k12.wi.us/west/handbook.htm
click on career clusters



Careers in marketing, sales and service encompass planning, managing, and performing marketing activities that are designed to reach organizational objectives.



INTERESTS & ABILITIES

Activities that describe what I like to do:

- ☐ Shop and go to the mall
- ☐ Be in charge
- ☐ Make displays and promote ideas
- ☐ Give presentations and enjoy public speaking
- ☐ Persuade people to buy products or to participate in activities
- ☐ Communicate my ideas to other people
- ☐ Take advantage of opportunities to make extra money

Personal qualities that describe me:

- ☐ Enthusiastic
- ☐ Competitive
- ☐ Creative
- ☐ Self-motivated
- ☐ Persuasive

School subjects that I like:

- ☐ Language Arts
- ☐ Math
- ☐ Business Education/Marketing
- ☐ Economics
- ☐ Computer Applications

PATHWAYS IN THIS CLUSTER

- ◆ Buying & Merchandising
- ◆ Distribution & Logistics
- ◆ E-Marketing
- ◆ Management & Entrepreneurship
- ◆ Marketing Communications & Promotions
- ◆ Marketing Information Management & Research
- ◆ Professional Sales & Marketing

SUGGESTED COURSES FOR THIS CLUSTER	ADDITIONAL COURSES FOR SPECIFIC PATHWAYS
<p>Accounting Business Management Computer Applications Economics Manufacturing Enterprises Marketing IA, IB, IC, II Psychology Sociology Speech</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>◆ <u>Marketing Communications Pathway:</u> Communications: Media Literacy Computer Science Graphic Comm I, II, III Modern Language</p> </div> <div style="width: 48%;"> <p>◆ <u>Marketing Research Pathway:</u> Advanced Composition Exposition: Non-Fiction Wtg AP Statistics</p> </div> </div> <p style="text-align: center;">Courses for the remaining PATHWAYS are the same as listed on the left.</p>
<p><i>Courses listed within this plan are only suggested coursework and should be individualized to meet each learner's educational and career goals.</i></p>	

CAREER OPTIONS IN MARKETING, SALES & SERVICE

* = Entry Level
 ** = Certificate, Technical or Associate Degree or Apprenticeship
 *** = Bachelor or Advanced Degree
 HOT*** = An occupation that is expected to grow over the next 10 years.

♦ Marketing Communications Pathway

Advertising Account Executives***
 Advertising Layout Designers**
 Business Agents***
 Food Stylists**
 Public Relations Managers***
 Public Relations Practitioners***
 Telemarketers*
 Wedding Planners*

♦ Marketing Management Pathway

Advertising Managers***
 Cashiers*
 Direct Sales Representatives*
 Marketing Managers***
 News Vendors*
 Public Relations Manager***
 Purchasing Managers**
 Street Vendors*

♦ Marketing Research Pathway

Market Research Analysts***
 Research Analysts***

♦ Merchandising Pathway

Buyers**
 Classified Ad Clerks*
 Commodity Sales Supervisors***
 Customer Service Representatives*
 Department Store Managers***
 Display Persons**
 Purchasing Agents**

♦ Professional Sales Pathway

Advertising Sales Representatives**
 Antique/Collectible Dealers*
 Auctioneers**
 Automobile Salespersons*
 Business Services Sales Representatives**
 Counter Clerks**
 Customer Service Representatives*
 Direct Sales Representatives**
 Home and Home Improvement Product Salespersons**
 Insurance Agents***
 Models*
 Personal Product Salespersons*
 Real Estate Agents***
 Real Estate Brokers**
 Recreation and Leisure Product Salespersons*
 Technical Salespersons**

ADDITIONAL COURSES FOR SPECIFIC CAREERS	WORK-BASED LEARNING	CO-CURRICULAR, STUDENT ORGANIZATIONS & ACTIVITIES
Advanced Composition Adventure Based Activities Art Foundations Broadcast Studio Exposition: Non-Fiction Writing Fashion and Interiors Food Service Careers Government Keyboarding Modern Language Publications Lab	Business Opportunities & Internship Job Shadowing Marketing Internship School-Based Enterprise (School Store)	Debate DECA Forensics Junior Achievement NTC - HS Business Completion Mini - Business World